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My background

I Worked for 9 years as an ECSE teacher

- 4 years in a self-contained preschool classroom in P.G. County, MD
- 5 years as an ECSE 0-3 Home visitor in rural, MN out of New Ulm and Mankato
- Some small agricultural towns in MN such as Sleepy Eye and Faribault have school-age Latino populations ranging from 30-40%

My background

- I am an Assistant Professor at Utah State University in the Department of Special Education and Rehabilitation

- I am currently developing a Spanish version of the Individual Growth and Development Indicators (S-IGDIs). It will be a language and literacy screening tool

Why am I here?

- To provide evidence-based answers to many of the pressing questions about working with young Dual Language Learners in the field of Early Childhood Special Education

- See recent DEC CLD position statement

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf

Community Report

- Write some pressing issues your region is experiencing in serving CLD populations.

- List the languages children and families speak in your community.

- Take a minute to share with a neighbor.

Key components of bilingualism

Does being bilingual cause language delay?

Definition of key terms

Simultaneous: Two languages acquired from birth

Sequential: Introduction of the second language around 3 years old.

(Paradis, Genesee, Crago, 2010)

Additive vs. Subtractive Bilingualism

- **Additive bilingualism**: "Situations where both languages are supported and languages develop in parallel."

- **Subtractive bilingualism**: "Situations characterized by a gradual loss of the first language as a result of increasing mastery and use of the second language."

(Diaz & Klingler, 1999; Paradis, Genesee, & Crago, 2010)

Key factors of bilingual development

- Young (middle class) bilingual children who acquire two languages from birth reach **linguistic milestones** at the same age as their monolingual peers.

- We need to look at BOTH of their languages using **Conceptual Scoring**. (Bedore, Peña, Garcia, Cortez, 2005; Genesee, 2001; Holowka et al., 2002; Petitto, 2001)

- Young bilinguals demonstrate **interlocutor sensitivity** indicating that they are aware of which language to use with different people (Maneva & Genesee, 2002; Petitto et al., 2001)

Translation equivalents

- An abundance of **translation equivalents** have been documented in young bilingual children demonstrating that young children recognize that they need different words for the same concept in different contexts. (Genesee, 2001; Holowka et al., 2002; Pearson, Fernández, & Oller, 1995; Petitto, 2001)

- However children do not duplicate every experience and they will also have vocabulary that is unique to each of their languages.

Percentage of "singlets" in dual language vocabularies

- 50% in grade 1
- 30% by grade 5
- 10% college age

How can knowledge about *translation equivalents* and *singlets* be incorporated into your assessment process?

Code-mixing

- **Code-mixing** is mixing two or more languages within and/or across sentences

- **Code-mixing** that follows grammatical rules is not evidence of language confusion, but has been found to be directly proportional to the rate of language mixing in the child's environment.

  e.g. "Spanglish" (Lanza, 1992; Petitto et al., 2001)

Bill Santiago on "Spanglish"

- http://comedians.jokes.com/bill-santiago/videos/bill-santiago---spanglish/

Target deviant language

- All children produce "target deviant" utterances such as "me no want broccoli" as part of early language development.

- Research has provided evidence that bilingual children will go through very similar language development stages as their monolingual peers

Crosslinguistic influence

Two kinds of crosslinguistic influences

1. **Qualitative—**target deviant productions that are different from typical monolingual target deviant utterances during that stage of development.

For example "French-English" speaking child who says "The baby *drink not* the milk"

Crosslinguistic Influence

- **Quantitative** – these are not unique target deviant structures, but rather the higher frequency of production of certain target deviant utterances that monolinguals also typically produce.

- For example a Spanish –English speaking child may produce this error more frequently-- "he putted it on the table" ---

Activity-
Applying Bilingual Language Terms

Think of an example of each of these terms thinking about bilingual children you have worked with. Describe how you can apply these concepts in the screening and evaluation of DLLs.

1. Interlocutor sensitivity

2. Translation equivalents/Singlets

3. Code-mixing

4. Qualitatively different target deviant errors in bilinguals

Stages of Second Language Acquisition in Young Sequential Bilinguals (Tabors, 2009)

1. **Silent/Nonverbal**

Child is listening and observing while "cracking the code" of the new language.

2. **Early Production**

Telegraphic speech: Children used shortened phrases such as "put paper" to convey "I want you to put the paper on the table."

Formulaic speech: Children use prefabricated chunks before they have any idea of what they mean.

Stages of Second Language Acquisition

3. Productive Language Use

Child begins to demonstrate an understanding of the syntactic system of the language. They go beyond short phrases and formulas to create their own sentences conveying their own precise meaning.

"Interlanguage"

- The period in second language development between when the child starts to use the language productively until when he/she achieves competence similar to a native speaker

- This takes time!!!

- We should expect that sequential bilinguals will have errors in pronunciation, vocabulary choice, morphology, and grammar as they gradually become more proficient in their L2

See Stages of 2nd Language Acquisition

The BIG Questions

How should we screen and assess culturally and linguistically diverse children?

What tools should we use?

How do we decide what language to test in?

How do we take culture into consideration?

Screening and Assessment

"The knowledge, sensitivity, and care of the person giving an instrument and interpreting the result is ultimately more important than the specific tool that is used. Technical adequacy does not assure an unbiased assessment."

(Special Education Assessment Manual, Minnesota Department of Education)
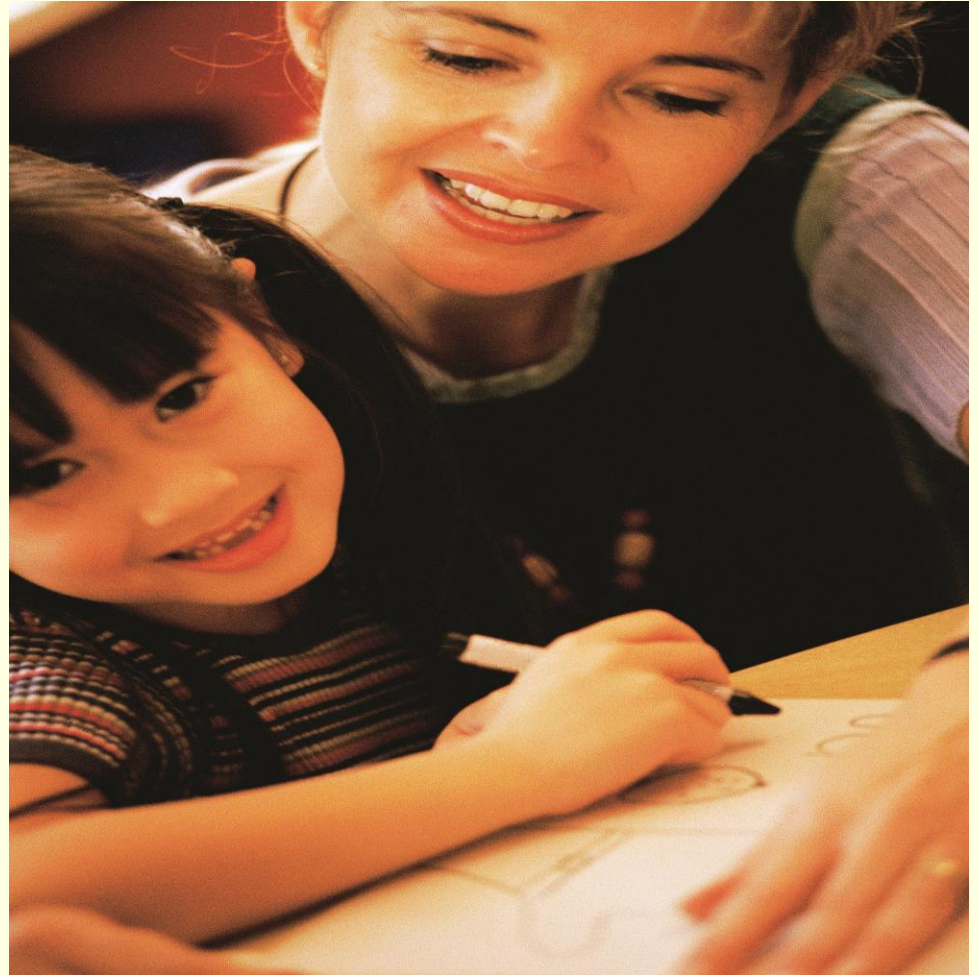
Referral to Evaluation Report

1. Review referral information
2. Find and train an interpreter.
3. Contact the child's family and conduct a family interview
4. Determine a child's language proficiency in home language and English

5. Develop an evaluation plan that includes an emphasis on measurement in all of the child's languages and includes multiple sources of data

6. Execute evaluation plan

7. Meet as a team to review all data form multiple sources and make an informed decision about the child's eligibility

8. Write evaluation report and hold evaluation meeting. Make sure the child's family is fully informed of the results and has the opportunity to comment

1-Working with Interpreters
(Ohtake, Santos, & Fowler, 2000)

- Screening and Assessment: Interpreters benefit from instruction in early childhood practices, including a basic understanding of eligibility criteria, screening and assessment tools, developmental milestones and placement options in your particular community.

- The district should develop training for interpreters in the specific screening and assessment tools that your district currently uses and in providing general information about ECSE and EC in your community.

- Expectations of the interpreter should be clear. Many of the interpreters we use have no training in interpretation and we need to review confidentiality, professional behavior, our expectations for the flow of communication i.e no side conversations

- You should always look at the family and NOT the interpreter when conveying information to them. Try to connect with them as much as possible!

Professional Interpreters—Confidentiality/Code of ethics

Did you know that professional interpreters have a code of ethics that they need to follow?

See these websites for more information

http://www.ncihc.org/mc/page.do?sitePageId=57768

http://www.rid.org/ethics/code/index.cfm

However in reality most interpreters we work with have had no training in interpretation.

It becomes our responsibility to ensure confidentiality and professional conduct . We are ultimately responsible for Special Education Due Process and all associated laws of confidentiality.

Four Common Challenges of Interpretation (Cheatham, 2011)

- Addition errors
- Substitution errors
- Omission errors
- Understanding interpreter roles and behavior

WARNING
CHALLENGES AHEAD

Questions from the field

- Why might a family decline the use of interpreter?

- What should you do if you feel like an interpreter is necessary to effectively communicate with a family?

■ What aspects of a child's background and culture should be considered in the evalution process?

Think about previous life experiences

Think about the difficulty of finding their way in a new home

Think about Traditional Customs and Values

…compared to life in the U.S.

Immigration status and fears of possible deportation

U.S. born populations and ongoing struggles with equal opportunity and access

A resource for information about various cultural groups

- Lynch, E.W. & Hanson, M. J. (2012) *Developing Cross-Cultural Competence: A Guide for Working with Children and their Families.* 2nd edition, Baltimore: Paul H. Brookes

Incorporating culture into your evaluation process

- Be sure to include statements that address culture in your "Special Considerations" area on your Evaluation Report

- Ask yourself, "How might this family's culture and background experiences influence development differently than the population on which the tests we are using were normed?

- Be sure to document these differences through information gathering and include this information in your report.

3- Determining language proficiency: Why test in both (all) languages?

- We need to test the proficiency levels of DLLs in both languages to ACCURATELY measure their total language ability.

- Remember to test each language separately--Not on the same day and not at the same time. Do not switch back and forth during testing.

- We may be able to use information about language dominance to guide HOW MUCH testing we need to do in each language.

IDEA, 2004

It is required in the Individuals with Disabilities Education Improvement Act (2004) that assessments, "*Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer*."

How do you currently determine what language(s) to test the child in?

Revisit book reading clips

- What would you miss if you tested Edwin only in English?

- What would you miss if you tested him only in Spanish?

Proficiency tools you can use

1. *Home Language Background Questionnaire* (BELA site also has one http://www.cpsd.us/BELA/hlli_english.pdf)
2. The *Bilingual Early Language Assessment* (BELA),
3. The *Pre-IDEA Proficiency Tests* (Pre-IPT),
4. The *Pre-Language Assessment Scale* (Pre-LAS)

Family Language Background Questionnaire

- See example provided

More ideas for language proficiency

- Think about using the **MacArthur-Bates Communicative Development Inventories**. Families can complete this for the child's home language. This is available in Spanish through Brookes Publishing AND

- **The MacArthur-Bates Communication Development Inventories** is available in 47different languages from http://www.sci.sdsu.edu/cdi/adaptations_ol.htm

- See example protocol

The Bilingual Early Language Assessment (BELA)

- Bilingual Early Language Assessment (BELA)
- www.cpsd.us/BELA
- This was designed as an informal measure of a child's receptive and expressive language in English and his/her home language
- Also designed for ongoing progress monitoring

Where to find the BELA?

- Available for free download in English, Spanish, Portuguese, Haitian Creole, and Chinese

www.cpsd.us/BELA

- The BELA is now available in Hmong, Oromo, Russian, and Somali

http://education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Early_Childhood_Programs/Help_Me_Grow_Prog_Serv/Administration/index.html

4-Decide what assessments to use and what other data to collect

Suggested Screening Tool

1) The Early Screening Inventory-Revised (ESI-R) (Available in Spanish)

The Early Screening Inventory is recommended as a standardized screening tool for this population because it has more of a developmental focus and is thought to be less culturally biased than other commonly used screeners

Suggested Screening Tool

2) Ages and Stages Parent Questionnaire (ASQ-3 and ASQ:SE) (Available in Spanish, Hmong, and Somali)

Research has proven that parents are reliable reporters about their child's development. Parent report is particularly important when screening children from culturally and linguistically diverse backgrounds.

How to access the ASQ in all languages

- All the languages and assessments also have audio-tracks available when delivered via a computer.

- The delivery of those assessments (as well as others) can be found at the PTI Toolkit platform,

http://pediatrics.patienttools.com/howwork_peds.asp

- To view an online demo of the audio tracks:

http://pediatrics.patienttools.com/demo/asqpti/default.htm

Suggested Screening Tool

Minneapolis Preschool Screening Instrument –revised

- Covers fine motor, gross motor, language, literacy and concepts
- Minneapolis has developed specific norms for the ELL population in their district
- There is a Spanish, Hmong and Somali version

Suggested Assessment Tool

2) Child Development Inventory (CDI) (Available in Spanish)

This Developmental Inventory is extensive with 300 questions completed by the parents covering six domains of development; gross motor, fine motor, self-help, social, communication, and general development. The comprehensiveness of this inventory provides valuable insight into the child's daily functioning in their natural setting as perceived by their primary care provider.

Other Assessments available in Spanish

- Battelle Developmental Inventory-2
- Learning Accomplishment Profile-Diagnostic (LAP-D)
- For language the Preschool Language Scale-4 (PLS-4) and MacArthur-Bates Inventarios del Desarrollo de Habilidades Comunicativas; Expressive One Word Vocabulary Test (EOWVT), Receptive One Word Vocabulary Test (ROWVT), Clinical Evaluation of Language Fundamentals Preschool- 2 (CELF Preschool-2 Spanish)

New Resource

Assessing Spanish-English Bilingual Preschoolers

- http://www.brookespublishing.com/store/books/barrueco-72193/index.htm

Assessment for language groups other than Spanish

- There ARE standardized instruments that you can use in Spanish, but at this point not really for other language groups.

- You need to be CAUTIOUS in how you report scores and findings from whatever instrument you choose.

What to do if you use administer English language assessments through the use of an interpreter

- The standard scores will NOT be valid. If an English language assessment is simply translated into another language and administered through the use of an interpreter the norms and standard scores will not apply to the child being assessed.

- There will be cultural and linguistic bias in the assessment. Items on the test may not be familiar to children from different cultural backgrounds such as common foods, household items, or animals.

■ You need to consider that language items may not be "functionally equivalent" because developmental trajectories in languages differ. In some languages children may learn more verbs before nouns, or certain grammatical structures may be more common and develop more quickly (Paradis et al., 2010; Peña, Bedore, & Rappazzo, 2003).

- If the person interpreting the assessment into another language is not trained in Early Childhood assessment his/her interpretation of the items and how he/she reports the child's responses may be inaccurate. Therefore, there is considerably more potential for error in the results obtained through this method.

- Simply translating a test from one language to another does not account for these technical and complex differences between languages and cultures and how the test should be administered (see Peña, 2007 for a full discussion of these issues).

Options in addition to standardized assessment

- Parent Report (Restrepo, 1998)
- Observation in Natural Settings (Restrepo, 1998)
- Testing to the Limits/Clinical Interviewing (deVenezuela & Baca, 2004)
- Carefully planned pre-referral interventions/ Data collection over time (New RTI model)
- Dynamic Assessment (test-teach-retest) (Gutiérrez-Clellan & Peña, 2001)

These five strategies may be much more effective and meaningful than standardized testing when distinguishing between a second language acquisition issue, cultural differences, and a developmental delay (Artiles & Ortiz, Eds., 2002)

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Example Eligibility Statement

- "The standards and procedures (standardized, norm-referenced scores) used with the majority of children were not used with this child, as the instruments were not normed on bilingual children who speak languages other than English. Such norm-referenced scores are not considered valid for this child. The objective data used to conclude that this child has a disability and is in need of specialized instruction included: (MODIFY AS APPROPRIATE) parent comments, Head Start teacher comments, developmental data, observation of the child in the home/school setting, the child's responses to items from standardized instruments used with young children, and comparison of his/her skill development with that of siblings (or peers from the same culture)."

Federal Guidelines

- Whenever possible the child should be seen at home at least once where both the parents and the child will be more comfortable. It is also important to see a child over a period of time and in different settings if appropriate i.e. home, child care and preschool to help determine if a child is truly disabled.

- If the parents are concerned with their child's development, the child's skills should be evaluated.

Federal Guidelines

- Tests that are translated should not be scored. Scores from a standardized test that is given in a non-standardized manner (i.e., translating it into another language) should not be reported.

- If it is thought that lack of exposure to certain materials or tasks may be the cause of the child's underperformance, a test-teach-retest approach may be useful to rule out lack of exposure with certain skills.

Federal Guidelines

- A decision-making model should be employed to determine eligibility if standard scores are not reported and the evaluation report should provide information about which data sources had the greatest relative importance for the eligibility decision. These data sources can include: teacher comments, previous testing, observational data, ecological assessments, parent report and other developmental data.

Federal Guidelines

- Special Education assessment must be done in the child's primary language or languages.
- Communication to the parents and due process forms must be in the parent's primary language, either written or orally translated.
- No single procedure should be used to determine eligibility.
- Testing materials and procedures should be used that are not racially or culturally discriminatory.

Activity

- List five concrete things you could do to better screen and evaluate young DLLs. What resources do you need? What do you already have?

- We'll share as a large group

Talk with Me Manual

- *Talk with me manual: A resource guide for speech-language pathologists and educators working with linguistically diverse young children and their families* available at http://msha.net/displaycommon.cfm?an=1&subarticlenbr=86

Websites for family information in languages other than English

- **March of Dimes--**Companion website all in Spanish about health during pregnancy, prematurity, birth defects, and some other pregnancy and newborn information http://www.nacersano.org/

- **Zero to Three**-- Parent Hand-outs on child development available in Spanish http://www.zerotothree.org/site/PageServer?pagename=ter_par_parenthandouts

- **Hennepin County Library**--Reading tips in many languages and there is an "español" link with a lot of information about early literacy in Spanish for families http://www.hclib.org/BirthTo6/EarlyLit_ReadingTips.cfm
- **PACER Center**-- translated materials about Special Education and school into Hmong, Somali and Spanish http://www.pacer.org/translations/index.asp
- Also see ELL Resource List for websites at the end

Resources

- Artiles, A. & Ortiz, A. (2002). *English Language Learners with Special Needs: Identification, Assessment, and Instruction*. McHenry, IL: Center for Applied Linguistics

- Barrera, I. & Kramer, L. (2009) *Using Skilled Dialogue to Transform Challenging Interactions*. Baltimore: Paul H. Brookes

- Paradis, Genesee, & Crago (2010). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore: Paul H. Brookes

Resources

- Lynch, E.W. & Hanson, M. J. (2012) *Developing Cross-Cultural Competence: A Guide for Working with Children and their Families.* Baltimore: Paul H. Brookes

- Tabors, P. (2009) *One Child Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language.* (2nd Ed.) Baltimore: Paul H. Brookes

Resources

Espinosa, L.M. (2008). *Challenging common myths about young English language*

learners. Foundation for Child Development Policy Brief Number 8. Retrieve from

http://www.fcdus.org/resources/resources_show.htm?doc_id=669789

Resources

DEC CLD position statement

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf